**This Annual Update template is a resource for the creation of your program review. Actual submission will be through the Program Review Application (App) in the MySWC portal. Information typed into this form can be copied and pasted to the app.**

**Section I: Program Identification**

|  |  |
| --- | --- |
| **Program/Administrative Unit Level:**  | [Enter your level either 3 or 2] |
| **Program/Administrative Unit Name:**  | [Enter your unit’s name] |
| **Program/Administrative Unit Designator:** [*See Program Review Designator List*](https://www.swccd.edu/administration/institutional-program-review/index.aspx) | [Enter the designator for your unit from the appropriate designator list for your division] |
| **Name of Program Review Lead:**  |  |
| **Email Address of Program Review Lead:**  |  |
| **Names of Program Review Contributors:**  |  |
| **School:**  |  |
| **Name of School Dean or Level 2 Director:**  | [Enter the name of the Administrator that oversees your unit] |
| **Date of School Program Review Meeting:** *Scheduled by School Dean* | [If you know it, enter the date in Fall 2021 or early Spring 2022 when Level 2 conducted a unit wide meeting to discuss Level 2 priorities and how they may relate to Level 3 units] |
| **Division:***(VPAA, VPSA, VPHR, SP/PRES)*  | [Enter the applicable VP or if your unit is under the Superintended/President’s Office, enter S/P] |
| **Year of Last Comprehensive Program Review:**  | [Enter “unknown” if you do not have access or there has never been a Comprehensive for your unit] |

# **Section 2: Add or Edit Goals and Activities**

This Annual Update anticipates being a follow-up to a previous year’s Comprehensive Program Review or Annual Update. It’s intended to provide updates until your next Comprehensive Review. Through the Annual Update you can edit the goals established by your unit previously, add new goals if needed, discontinue unneeded goals, or mark goals completed. For new or continuing goals, you can list the activities you will pursue to achieve each goal and submit resource requests needed to pursue those activities. To assist, you have been provided with the two most recent prior program review submissions for your area. They may be either Comprehensive Reviews or Annual Updates depending on what was scheduled.

If this is the first time you’ve submitted a program review and there is no prior submission to update or the prior submissions are too outdated, then enter the three (3) most important goals your unit currently has. These goals should align with any goals established by your division leadership and contribute to achievement of the [District’s Mission](https://www.swccd.edu/about-swc/mission-and-history.aspx) and [Strategic Plan goals and objectives](https://www.swccd.edu/administration/institutional-research-and-planning/_files/sp-goals-and-objectives-2021-2025.pdf). [Full plan at [Strategic Plan](https://www.swccd.edu/administration/institutional-research-and-planning/_files/final-swc-strategic-plan-2021-2025-02-09-22.pdf)]. If your unit does not have current goals, establish up to three (3) goals in collaboration with your unit team members and supervisor. Review relevant data to assess the current performance of your unit, and then establish goals for improvement. If you serve students, relevant data may include trends in the number of students receiving your services, course success rates for those students, and whether they obtain an award or transfer. If you don’t serve students, relevant data may include trends in work processing times, number of requests completed or work products delivered, timelines met, or any items you track in your area that would be helpful in determining if you are doing well.

***NOTE***: Whether you serve students or do not, each unit will in the future establish outcomes they expect to accomplish in their work and a way to track those outcomes. For example, in Student Services, a possible Student Services Outcome might be that a student who receives a Student Education Plan (SEP) when working with a counselor understands the SEP and knows how to use it to plan what courses they will take after when the counseling session is over. They may setup a short survey at the end of each counseling session for the student to provide feedback. Not all units currently have established outcomes for self-assessment purposes and currently the IR team is working with Student Affairs to develop these for various units. The District plans to deliver training/workshops to other administrative areas to develop appropriate outcomes as well. For now, use the most relevant data you have access to at this time to complete this annual update.

The remainder of this Annual Update asks you to identify up to three (3) goals for your unit and for each, indicate (a) what type of goal it is (per list of selections), (b) what institutional goal your goal aligns with (per list of institutional goals available last Fall/early Spring), (c) at least one activity you will pursue to accomplish the goal, (d) a justification for why you believe the activity will help you achieve your goal, and (e) how the activity will be assessed to determine if you it is helping you achieve your goal.

## **Goal #1**

1. What type of goal are you entering or editing? Circle one
	1. New
	2. Continuing
	3. Modified
	4. Discontinued

Is this a Continuing Education goal? (If you selected “Yes” your goal will be shared with the Director of Continuing Education & Special Projects)

Yes No

1. What strategic plan objective does your goal align with? See[**Strategic Plan goals and objectives**](https://www.swccd.edu/administration/institutional-research-and-planning/_files/sp-goals-and-objectives-2021-2025.pdf)

|  |
| --- |
| *[Ex: 2A-Support student success initiatives in the Vision for Success, Jaguar Pathways and Student Equity Plan, with a focus on groups experiencing disproportionate impact in retention, completion, or transfer]* |

1. Enter a goal (i.e. department/program/unit goal) (250 character limit)

|  |
| --- |
| *[Ex:* ***:*** *Redesign classrooms to eliminate equity gaps]* |

1. Enter an activity to accomplish your goal (1000 character limit)

|  |
| --- |
| *[Ex: By Fall 2023 create 360-degree whiteboard classrooms]* |

1. Enter the activity explanation/justification (1000 character limit)

|  |
| --- |
| *[Ex: A review of the 2022 PSLO data shows performance gaps in Black or African American, Hispanic, Asian, and Two or more races. These categories indicate an overall “low to no proficiency” ranging from 20-43%. These performance gaps show inequity within the classroom. These equity gaps can be closed by creating 360-degree whiteboard classrooms, allowing for more student interactions with the instructor being the “guide on the side” instead of the “sage on the stage” in the front of the class. Studies of classrooms which allow students to work in groups on the vertical wall surfaces show increase in equitable practices, students participating more equitably within the classroom, increased student interaction with the course material and more student discussion.]* |

1. Describe how this activity will be assessed (500 character limit)

|  |
| --- |
| *[Ex: This activity will be assessed in the Spring of 2024 through collection and study of changes in equity gaps with PSLO data.]* |

If you would like to add or edit an additional goal (up to three (3) total), please click on arrow next to Goal # below

## Goal #2

1. What type of goal are you entering or editing? Circle one
	1. New
	2. Continuing
	3. Modified
	4. Discontinued

Is this a Continuing Education goal? (If you selected “Yes” your goal will be shared with the Director of Continuing Education & Special Projects)

Yes No

1. What institutional goal does your goal align with? Circle the one most applicable.

There are 14 institutional goals identified for the purpose of Program Review:

 Institutional Goal Source of Goal

1. Reduce or eliminate equity gaps Vision for Success & Student Equity Plan
2. Increase completions Vision for Success & Student Equity Plan
3. Increase transfers Vision for Success & Student Equity Plan
4. Reduce average units taken to obtain associate degree Vision for Success
5. Increase CTE students working in field of study Vision for Success
6. Increase application to enrollment rate Student Equity Plan
7. Increase fall to spring retention Student Equity Plan
8. Increase completion of transfer-level math and English Student Equity Plan
9. Increase community connectivity and impact Governing Board
10. Redesign instruction and student services Jaguar Pathways Reforms
11. Redesign student orientation and onboarding Jaguar Pathways Reforms
12. Redesign placement policies and teaching practices Jaguar Pathways Reforms
13. Redesign educational and career pathways Jaguar Pathways Reforms
14. Increase institutional effectiveness Superintendent/President
15. Enter a goal (i.e. department/program/unit goal)

|  |
| --- |
| *[Ex: By 2023-24, increase the number of student applications collected for the Board of Governors Fee Waiver (BOGFW) by 20%]* |

1. Enter an activity to accomplish your goal

|  |
| --- |
|  |

1. Enter the activity explanation/justification

|  |
| --- |
|  |

1. Describe how this activity will be assessed

|  |
| --- |
|  |

If you would like to add or edit an additional goal please click on arrow next to Goal #3 below

## Goal #3

1. What type of goal are you entering or editing? Circle one
	1. New
	2. Continuing
	3. Modified
	4. Discontinued

Is this a Continuing Education goal? (If you selected “Yes” your goal will be shared with the Director of Continuing Education & Special Projects)

Yes No

1. What institutional goal does your goal align with? Circle the one most applicable.

There are 14 institutional goals identified for the purpose of Program Review:

 Institutional Goal Source of Goal

1. Reduce or eliminate equity gaps Vision for Success & Student Equity Plan
2. Increase completions Vision for Success & Student Equity Plan
3. Increase transfers Vision for Success & Student Equity Plan
4. Reduce average units taken to obtain associate degree Vision for Success
5. Increase CTE students working in field of study Vision for Success
6. Increase application to enrollment rate Student Equity Plan
7. Increase fall to spring retention Student Equity Plan
8. Increase completion of transfer-level math and English Student Equity Plan
9. Increase community connectivity and impact Governing Board
10. Redesign instruction and student services Jaguar Pathways Reforms
11. Redesign student orientation and onboarding Jaguar Pathways Reforms
12. Redesign placement policies and teaching practices Jaguar Pathways Reforms
13. Redesign educational and career pathways Jaguar Pathways Reforms
14. Increase institutional effectiveness Superintendent/President
15. Enter a goal (i.e. department/program/unit goal)

|  |
| --- |
|  |

1. Enter an activity to accomplish your goal

|  |
| --- |
|  |

1. Enter the activity explanation/justification

|  |
| --- |
|  |

1. Describe how this activity will be assessed

|  |
| --- |
|  |

# **Section 3: Add or Edit Resources**

## Add Resource Request to Goal #1

1. What if the name of this resource request?

|  |
| --- |
| *[Ex: Create 360 degree whiteboard classrooms]* |

1. What category does this request belong in? Please [click here](#_Category_Definitions) to see list of categories

|  |
| --- |
| *[Ex: Major Equipment]* |

1. Enter the resource request contact

|  |
| --- |
| *[Ex: Silvia Nadalet]* |

1. Enter the rationale for this resource request (1000 character limit)

|  |
| --- |
| *Ex:**A review of the 2022 PSLO data shows performance gaps in Black or African American, Hispanic, Asian, and Two or more races. These categories indicate an overall “low to no proficiency” ranging from 20-43%. These performance gaps show inequity within the classroom. These equity gaps can be closed by creating 360-degree whiteboard classrooms, allowing for more student interactions. In a study on work surfaces’ impact on math learning, Liljedahl found whiteboards promoted better engagement & math thinking than the use of paper & pencil. Students are more eager to start the task and began discussing and writing sooner, they are more likely to participate, discuss, and interact to transfer knowledge, and are more likely to persist through challenges. Because written work shows non-linearity that reflects the thinking process and because it is easy to erase, students are willing to take risks & errors are not a big deal & there is equitable opportunity for feedback.* |

1. Is this resource instructional or non-instructional?

|  |
| --- |
| *[Ex: Instructional]* |

1. Will this resource request be on-going or one time?

|  |
| --- |
| *[Ex: One-time]* |

1. Enter the estimated cost of this resource (mandatory) \*\*

|  |
| --- |
| *[Ex: $50,000]* |

1. Enter the estimated on-going cost of this resource \*\*

|  |
| --- |
| *N/A* |

Cost estimates in the form of a written quote, electronic shopping cart, or other firm cost documentation will be required to be attached and must include accurate shipping and sales tax amounts in order for funding to be accurate. Insufficient budgeted amounts that are the result of an inaccurate quote or failure to include shipping and sales tax will need to be backfilled by the area budget manager.

**If you would like to add an additional resource, please click on arrow next Add Resource Request to Goal #1 below**

## Add Resource Request to Goal #1

1. What if the name of this resource request?

|  |
| --- |
|  |

1. What category does this request belong in? Please [click here](#_Category_Definitions) to see list of categories

|  |
| --- |
|  |

1. Enter the resource request contact

|  |
| --- |
|  |

1. Enter the rationale for this resource request

|  |
| --- |
|  |

1. Is this resource instructional or non-instructional?

|  |
| --- |
|  |

1. Will this resource request be on-going or one time?

|  |
| --- |
|  |

1. Enter the estimated cost of this resource (mandatory)\*\*

|  |
| --- |
|  |

1. Enter the estimated on-going cost of this resource\*\*

|  |
| --- |
|  |

Cost estimates in the form of a written quote, electronic shopping cart, or other firm cost documentation will be required to be attached and must include accurate shipping and sales tax amounts in order for funding to be accurate. Insufficient budgeted amounts that are the result of an inaccurate quote or failure to include shipping and sales tax will need to be backfilled by the area budget manager.

## Add Resource Request to Goal #2

1. What if the name of this resource request?

|  |
| --- |
|  |

1. What category does this request belong in? Please [click here](#_Category_Definitions) to see list of categories

|  |
| --- |
|  |

1. Enter the resource request contact

|  |
| --- |
|  |

1. Enter the rationale for this resource request

|  |
| --- |
|  |

1. Is this resource instructional or non-instructional?

|  |
| --- |
|  |

1. Will this resource request be on-going or one time?

|  |
| --- |
|  |

1. Enter the estimated cost of this resource (mandatory)\*\*

|  |
| --- |
|  |

1. Enter the estimated on-going cost of this resource\*\*

|  |
| --- |
|  |

Cost estimates in the form of a written quote, electronic shopping cart, or other firm cost documentation will be required to be attached and must include accurate shipping and sales tax amounts in order for funding to be accurate. Insufficient budgeted amounts that are the result of an inaccurate quote or failure to include shipping and sales tax will need to be backfilled by the area budget manager.

## Add Resource Request to Goal #2

1. What if the name of this resource request?

|  |
| --- |
|  |

1. What category does this request belong in? Please [click here](#_Category_Definitions) to see list of categories

|  |
| --- |
|  |

1. Enter the resource request contact

|  |
| --- |
|  |

1. Enter the rationale for this resource request

|  |
| --- |
|  |

1. Is this resource instructional or non-instructional?

|  |
| --- |
|  |

1. Will this resource request be on-going or one time?

|  |
| --- |
|  |

1. Enter the estimated cost of this resource (mandatory)\*\*

|  |
| --- |
|  |

1. Enter the estimated on-going cost of this resource\*\*

|  |
| --- |
|  |

Cost estimates in the form of a written quote, electronic shopping cart, or other firm cost documentation will be required to be attached and must include accurate shipping and sales tax amounts in order for funding to be accurate. Insufficient budgeted amounts that are the result of an inaccurate quote or failure to include shipping and sales tax will need to be backfilled by the area budget manager.

If possible provide a quote or link to price of resource request.

## Add Resource Request to Goal #3

1. What if the name of this resource request?

|  |
| --- |
|  |

1. What category does this request belong in? Please [click here](#_Category_Definitions) to see list of categories

|  |
| --- |
|  |

1. Enter the resource request contact

|  |
| --- |
|  |

1. Enter the rationale for this resource request

|  |
| --- |
|  |

1. Is this resource instructional or non-instructional?

|  |
| --- |
|  |

1. Will this resource request be on-going or one time?

|  |
| --- |
|  |

1. Enter the estimated cost of this resource (mandatory)\*\*

|  |
| --- |
|  |

1. Enter the estimated on-going cost of this resource\*\*

|  |
| --- |
|  |

Cost estimates in the form of a written quote, electronic shopping cart, or other firm cost documentation will be required to be attached and must include accurate shipping and sales tax amounts in order for funding to be accurate. Insufficient budgeted amounts that are the result of an inaccurate quote or failure to include shipping and sales tax will need to be backfilled by the area budget manager.

## Add Resource Request to Goal #3

1. What if the name of this resource request?

|  |
| --- |
|  |

1. What category does this request belong in? Please [click here](#_Category_Definitions) to see list of categories

|  |
| --- |
|  |

1. Enter the resource request contact

|  |
| --- |
|  |

1. Enter the rationale for this resource request

|  |
| --- |
|  |

1. Is this resource instructional or non-instructional?

|  |
| --- |
|  |

1. Will this resource request be on-going or one time?

|  |
| --- |
|  |

1. Enter the estimated cost of this resource (mandatory)\*\*

|  |
| --- |
|  |

1. Enter the estimated on-going cost of this resource\*\*

|  |
| --- |
|  |

Cost estimates in the form of a written quote, electronic shopping cart, or other firm cost documentation will be required to be attached and must include accurate shipping and sales tax amounts in order for funding to be accurate. Insufficient budgeted amounts that are the result of an inaccurate quote or failure to include shipping and sales tax will need to be backfilled by the area budget manager.

## Category Definitions

**Major Equipment**

Any one item with an estimated cost of **$5,000 or more**. **Example: a forklift, a vehicle, etc.** You may also submit as a Major Equipment resource request any one item with an estimated cost of $5,000 or more AND any minor equipment items ($4,999 or less) essential to the operation of the Major Equipment. All items should be bundled as one resource request. **Example: a piece of specialized furniture and supporting equipment.** Do not include technology items. Items that do not have an estimated cost will be prioritized as Minor Equipment.

**Minor Equipment (*for budget development only*)**

An item, or a bundle of two or more of the same item, of instructional or operational equipment that costs a total of **$4,999 or less**. Do not include technology items. **Examples of Minor Equipment (under $5,000):** Lights, Power Tools

**Facilities**

A renovation of an existing facility, classroom, office space or other area or furniture for a space. Do not include technology items. (A smart podium is furniture; the computer in it is technology.)

**New Academic Technology**

Academic technology includes computers, servers, software, databases, printers, networks, network applications, storage devices, video projectors, and the like. Academic technology includes other peripherals, but only if they need a computer, software, or network to connect to the internet. This includes an item that connects to a computer or tablet through a cord or wireless technology. This includes online subscriptions. Technology Bundles may include necessary accessories related to the technology item.

**Examples of Academic Technology:**

* Audio Recording Equipment
* CNC Routers and Mills
* Headsets
* Microscopes that connect to computers
* Online Journals
* Films On Demand
* Artstor
* Video Recording Equipment

**New Institutional Technology**

An item of operational technology that will not replace an item you currently use (new computers, new software, new servers). New technology items may be bundled together as one item if all items in the bundle depend on each other to work. Technology Bundles may include necessary accessories related to the technology item.

**Replacement Technology (for budget development only)**

An item of instructional or operational technology that replaces an outdated or no longer useful piece of technology you currently use. Replacement technology items may be bundled together as one item if all items in the bundle depend on each other to work.

**Human Resources (*for budget development only*):**

Currently unfunded. New Classified Staff/Administrators

**Human Resources (*for budget development only*):** Faculty

**Uncategorized Needs:**

Any one item that does not fit into the other categories.

**Technology Bundles:**

An item of instructional or operational technology that will not replace an item you currently use (new computers, new software, new servers) ***PLUS*** any resources from other categories that the item will depend on to work. New Technology items may be bundled together as one item if all items in the bundle depend on each other to work.

**Examples of Technology Bundles:**
Video recording equipment: headsets, adapters, microphones, camera with tripod